



## HOLLY HILL-ROBERTS MIDDLE

530 Hessemann Street  
Holly Hill, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	383 Students	
<b>Principal</b>	Loretta Gadson-	803-496-3818
<b>Superintendent</b>	Dr. Cynthia Cash-Greene	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Below Average	Average
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

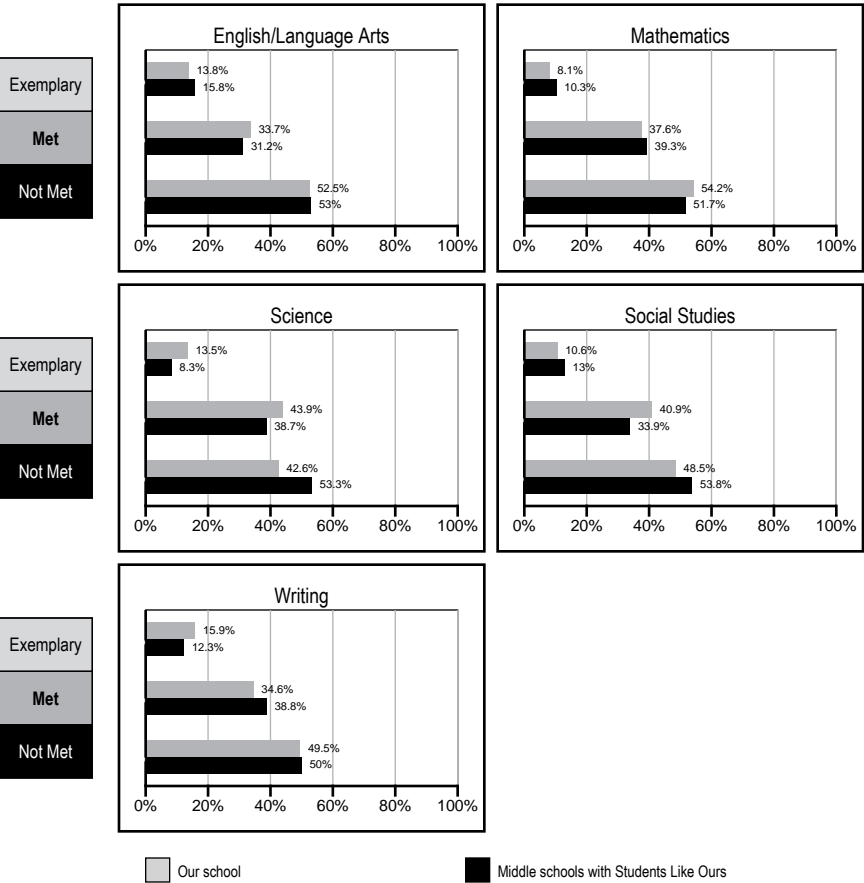
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	22	24

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	86.0%	88.3%
English 1	74.4%	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	80.2%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=383)				
Students enrolled in high school credit courses (grades 7 & 8)	18.0%	Up from 12.9%	13.6%	24.5%
Retention rate	0.0%	No Change	1.0%	0.7%
Attendance rate	94.5%	Down from 95.1%	95.4%	95.9%
Served by gifted and talented program	3.6%	Down from 3.8%	5.4%	17.8%
With disabilities other than speech	13.0%	Down from 16.2%	11.2%	9.2%
Older than usual for grade	0.0%	Down from 1.7%	3.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.0%	0.2%	0.4%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Down from 68.4%	59.5%	60.0%
Continuing contract teachers	87.1%	Up from 78.9%	69.0%	82.6%
Teachers returning from previous year	88.8%	Down from 91.1%	76.4%	85.6%
Teacher attendance rate	95.3%	Up from 94.4%	95.4%	95.3%
Average teacher salary*	\$46,331	Down 1.8%	\$44,040	\$46,300
Professional development days/teacher	11.0 days	Up from 10.9 days	10.2 days	9.9 days
School				
Principal's years at school	11.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 15.7 to 1	17.9 to 1	21.5 to 1
Prime instructional time	88.8%	Up from 88.6%	89.2%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	58.2%	Down from 71.8%	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,111	Up 10.8%	\$10,504	\$7,634
Percent of expenditures for instruction**	58.2%	Down from 59.7%	59.8%	64.0%
Percent of expenditures for teacher salaries**	52.7%	Down from 56.4%	55.7%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

Holly Hill Roberts Middle School is accredited by the Southern Association of Colleges and Schools. Our school continues to work towards meeting the goals of our five-year school renewal plan. These goals support a collaborative effort of all representatives of our School Improvement Council will assure that learning and improvement are continuous.

Our teachers show commitment to professional growth and development by completing graduate courses, working on advance degrees, and attending staff development workshops that stress using best practices in education today. One teacher was selected to attend the Space 8 Session of the 2011 Science P.L.U.S. Institute at Roper Mountain. Our school's Teacher of the Year was selected as the 2011-2012 Orangeburg County Consolidated School District Three District Runner-Up.

Our students continued to work hard to produce excellent work. One student was accepted to the Governor's School for the Arts and Humanities Discovery Program. Two students made Region Band and performed at Charleston Southern University. Three students won at the district level and the state level in the Daughters of American Revolution (DAR) short story and poetry contests. Two students were selected as winners of the Patriot's Pen Essay Contest. Two students were identified as Junior Scholars. Our basketball boys B-Team were named Mid-16 Southern Division Champion.

After being selected as one of four district schools to receive the Magnet Schools of America Program Grant, Holly Hill Roberts Middle School is currently transiting into a Science, Technology, Engineering, and Math School (STEM). The magnet program at Holly Hill Roberts will include the development and implementation of a Science, Technology, Engineering, and Math theme, continuation and expansion of partnerships with local businesses, cultural organizations and universities to support the magnet program, design and implementation of career awareness and development activities, and design and implementation of parent involvement initiatives in support of the magnet program.

JoAnn Bailey Lawton, Principal

Stacey Rock Gilmore, SIC Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	36	109	54
Percent satisfied with learning environment	80.6%	85.3%	88.9%
Percent satisfied with social and physical environment	97.2%	75.0%	73.6%
Percent satisfied with school-home relations	63.9%	85.3%	83.0%

\* Only students at the highest middle school grade level and their parents were included.

**Abbreviations for Missing Data**

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School Adequate Yearly Progress N

This school met 11 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	389	99.7	52.4	33.8	13.8	58	71.8	82.4	No	Yes
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**Gender**

Male	180	99.4	57.1	31.7	11.2	54	69.3	78.7	N/A	N/A
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Female	209	100	48.5	35.6	16	61.3	74.1	86.2	N/A	N/A
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**Racial/Ethnic Group**

White	44	100	36.4	39.4	24.2	69.7	82.2	88.9	I/S	Yes
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African American	340	99.7	54.3	32.8	12.9	56.2	70.4	72.9	No	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	86.4	79.3	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
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**Disability Status**

Disabled	71	98.6	N/AV	N/AV	N/AV	22.7	35.8	48.1	No	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	352	99.7	53.1	34.3	12.7	57.7	70.9	75.4	No	Yes
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**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	389	99.7	54.1	37.7	8.2	61.4	59.6	81.9	No	Yes
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**Gender**

Male	180	99.4	55.9	36	8.1	55.9	56.7	79.9	N/A	N/A
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Female	209	100	52.6	39.2	8.2	66	62.3	84.1	N/A	N/A
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**Racial/Ethnic Group**

White	44	100	39.4	48.5	12.1	63.6	74.2	88.9	I/S	Yes
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African American	340	99.7	55.8	36.3	7.9	60.9	57.8	71.4	No	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.2	81.1	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
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**Disability Status**

Disabled	71	98.6	N/AV	N/AV	N/AV	16.7	15.3	47.3	No	Yes
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.7	81.4	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	352	99.7	54.6	37.3	8	60.2	57.8	74.9	No	Yes
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\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	262	98.5	41.9	44.4	13.7	58.1	45.3	68.6
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**Gender**

Male	123	98.4	42.5	38.9	18.6	57.5	47.8	68.3
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Female	139	98.6	41.4	49.2	9.4	58.6	42.9	68.9
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**Racial/Ethnic Group**

White	27	96.3	30	40	30	70	69.4	80.7
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African American	230	98.7	43.5	44	12.5	56.5	42.7	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.5	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
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**Disability Status**

Disabled	44	100	81	16.7	2.4	19	14.2	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
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**Socio-Economic Status**

Subsidized meals	236	98.3	42.1	43.9	14	57.9	43.9	57.3
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**Social Studies**

All Students	257	99.6	48.3	41	10.7	51.7	52.4	72.5
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**Gender**

Male	114	99.1	49.5	34.7	15.8	50.5	49.9	72
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Female	143	100	47.4	45.9	6.8	52.6	54.7	73.1
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**Racial/Ethnic Group**

White	25	100	38.9	44.4	16.7	61.1	62	81
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African American	230	99.6	48.6	41.1	10.3	51.4	51.6	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
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**Disability Status**

Disabled	44	97.7	N/AV	N/AV	N/AV	12.5	19.8	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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**English Proficiency**

Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.7
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**Socio-Economic Status**

Subsidized meals	234	99.6	49.5	40.2	10.3	50.5	51.3	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	116	98.3	49.1	34.9	16	50.9	60.9	73.2	94.5	95.6
Gender										
Male	56	98.2	56	34	10	44	55.7	67.2	93.6	95.4
Female	60	98.3	42.9	35.7	21.4	57.1	65.9	79.4	95.2	95.9
Racial/Ethnic Group										
White	16	93.8	28.6	42.9	28.6	71.4	80.4	81.5	91.5	92.9
African American	99	99	52.7	34.1	13.2	47.3	58.2	61.3	94.8	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	92.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	94.4
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	4	9.3	26	93.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	99.3	97.8
Socio-Economic Status										
Subsidized meals	103	98.1	50	36.2	13.8	50	59.3	63.2	94.4	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	136	100	44.6	40.8	14.6	55.4
	7	131	100	41.8	33.6	24.6	58.2
	8	146	100	66.2	22.8	11	33.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	99.3	55.9	30.7	13.4	44.1
	7	130	100	45.5	38.2	16.3	54.5
	8	117	100	56.2	32.4	11.4	43.8
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	136	100	46.2	40.8	13.1	53.8
	7	131	100	59.8	29.5	10.7	40.2
	8	146	100	67.6	28.7	3.7	32.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	142	99.3	55.1	34.6	10.2	44.9
	7	130	100	53.7	38.2	8.1	46.3
	8	117	100	53.3	41	5.7	46.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	70	98.6	47.8	50.7	1.5	52.2
	7	131	100	22.1	54.9	23	77.9
	8	74	100	63.2	30.9	5.9	36.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	95.8	58.7	33.3	7.9	41.3
	7	130	100	23.6	56.9	19.5	76.4
	8	61	98.4	63.6	29.1	7.3	36.4

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	66	98.5	25.4	61.9	12.7	74.6
	7	131	100	34.4	45.1	20.5	65.6
2011	8	72	98.6	42.6	44.1	13.2	57.4
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	98.6	54.1	42.6	3.3	45.9
	7	130	100	49.6	37.4	13	50.4
	8	56	100	38	48	14	62

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	137	100	47.7	39.2	13.1	52.3
	7	134	99.3	55.2	34.4	10.4	44.8
2011	8	147	99.3	53.3	36.5	10.2	46.7
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	116	98.3	49.1	34.9	16	50.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample